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ABSTRACT

In fall 1981, the Central Virginia Community College (CVCC) Board organized five executive roundtable discussions in which representatives of local business and industry, government and social services, and the minority community met with college representatives to evaluate the responsiveness of CVCC to local needs and to assess areas in which the quality of service could be improved. The participants agreed unanimously that CVCC provided essential educational and training services to the community. Suggestions were made, however, to improve and expand services in data processing and other curricular areas; to develop short-courses, workshops and seminars for company representatives; and to provide training in basic and mid-level management skills. The importance of support activities was stressed, especially in the areas of marketing, career guidance, student recruitment, the provision of a sensitive environment for minority students, and flexible scheduling. Two particular problems were felt to require special attention: limitations of financial support which might result in enrollment declines and the cancellation of occupational programs, and the failure to develop a strong recruitment program and adequate support services for poor and minority students. The roundtables resulted in a plan of action for CVCC to follow in increasing its high level of achievement. Appendices provide background on the roundtables and the planning assumptions and goals for CVCC's ten-year master plan. (HB)

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Executive Roundtables, 1981: A Report on Central Virginia at Work

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An Equal Opportunity/Affirmative Action Institution
Virginia Community College System

JC 820 010

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Introduction

A SUCCESSFUL COMPREHENSIVE COMMUNITY COLLEGE is, by definition, responsive to the needs of the region it serves, but learning of the needs of the various constituencies within the region, evaluating those needs in terms of appropriate community college responses, offering effective courses and programs, and informing the people in the region of the opportunities available at their college all represent major challenges to those entrusted with the leadership of the college.

Providing opportunity with excellence was never an easy task, even when resources were not so scarce.

Now, to identify opportunities, to choose from among competing opportunities, and to provide high-quality responses pose considerable challenges.

The Central Virginia Community College Board and administration determined that they might best meet those challenges by undertaking a series of discussions with key persons in the College region during the Fall Quarter, 1981. At each of those "Executive Roundtables," a group of leaders from a particular segment of the community was invited[1] to meet with College leaders to address three major questions:

- "What significant difference has CVCC made in the Lynchburg area in the past ten years?"
- "Has the College been serving *your* needs? If 'Yes,' what has been the quality of our service? How can the service be improved? If 'No,' what should the College be doing to better serve the community?"
- "Do you know of a need for trained personnel at the Associate Degree or Certificate level in some area not being presently served by the College? Please also indicate any other community needs such as seminars, workshops, community services (non-credit) of which you are aware."

Five such Executive Roundtable discussions were conducted, according to a structured format[2]:

- September 15, 1981 (Manufacturing Industries)
- September 23, 1981 (Manufacturing Industries)

Providing opportunity with excellence was never an easy task, even when resources were not so scarce.

[1] Note: This and other index numbers refer to numbered appendices which contain copies of related documents.

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Discussion was spirited, candid, and helpful.

- October 7, 1981 (Business and Commerce)
- November 10, 1981 (Minority Community)
- November 16, 1981 (Government and Social Service)

A total of forty-one community representatives met with a total of eighteen College representatives[3] in the course of all five Executive Roundtables.

Discussion was spirited, candid, and helpful.

This report outlines four major themes which emerge from the discussions. The themes point to a plan for action which the College will take to continue to merit the praise which it received throughout the discussions.

Theme 1: College Achievements

Area citizens are trained for productive jobs, and the general educational level of the community is improving, a facet of the community attractive to potential industrial firms.

DISCUSSION PARTICIPANTS WERE UNANIMOUS in their agreement that Central Virginia Community College provides educational and training services essential to the community and is an integral part of the community. Such achievements as the following were recounted by community representatives:

- Generally, CVCC brings opportunity to people who previously could not afford it, brings flexibility both with a broad range of programs and with night classes and satellite programs in outlying communities; consequently, area citizens are trained for productive jobs, and the general educational level of the community is improving, a facet of the community attractive to potential industrial firms.

Participants recognized the College for providing significant educational opportunities for workers, for homemakers, for the elderly, for the handicapped, for the disadvantaged—for *all* citizens, not just for a select few.

- More specifically, College responsiveness is apparent in many of its occupational programs: the apprentice training program, the Human Services Certificate program, the Fire Science and Police Science programs, the in-service training programs for nurses, the Water and Waste Water Treatment program, and the Teacher Aide and Child Care programs—among others—have all demonstrated the College's ability to meet a precise community need rapidly.

Participants recoginized the College for providing significant educational opportunities for workers, for homemakers, for the elderly, for the handicapped, for the disadvantaged—for *all* citizens, not just for a select few.

As both a responsive service agency and as a good citizen, Central Virginia Community College received consistently high marks for its fulfillment of its mission in the

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region.

But, precisely because of the College capability for response, participants suggested a number of areas in which educational services are needed.

Theme 2: A Need for Significant, Additional Programs

EXECUTIVE ROUNDTABLE PARTICIPANTS indicated that there is an urgent need for the College to expand and and improve its facilities for data processing instruction, to expand and update its electronics instruction and equipment, and to meet the need in the Lynchburg area for skilled, mid-level workers in the engineering and architectural fields.

There is an urgent need . . . for data processing.

In addition to suggestions for expansion and modification, however, participants indicated the need for significant new programs:

Sales training is necessary.

- Short courses, workshops, and seminars in such areas as motivational training, interviewing and selection techniques, time management, women in management, small computer applications in business, and quality control techniques are needed by companies which spend a substantial amount of money annually to send company representatives away to one- or two-day workshops, many of which are at a level appropriate to community college instruction.

- Continuing education for professional certification was emphasized by a number of participants, noting preparation for the CLU and CPLU ratings for insurance agents, the required continuing education for certified public accountants, and similar requirements in the banking and realty fields.

- Management-oriented, supervisory training is needed for persons newly placed in first-line supervisory roles, for persons in Housing Management fields and in professional or volunteer fire departments and first-aid crews, especially.

- Sales training is necessary if an aggressive and skillful sales force is to be maintained in the Lynchburg area.

- A Farm Machinery Repair program is sorely needed in the area.

- An innovative suggestion for utilizing control tower facilities at the municipal airport for a local Air Traffic Controller program was noted.

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The College (can act) as one bridge over which workers might move to find appropriate employment "hotspots."

- Community groups and individuals have recurrent needs for non-credit courses in parliamentary procedure, budgeting and money management, résume preparation and job application procedures, job selection and career development, assessment of personal strengths, and personal health.

In general, participants agreed that certain basic- and mid-level job skills are needed in the area now, with jobs awaiting persons who develop those occupational skills.

Particularly, up-to-date supervisory and management skill, skill with the maintenance and repair of microprocessor circuitry, and the entire range of data processing skills were repeatedly emphasized in the Roundtable discussions as skills widely needed now, even during a time of high unemployment.

In order for the College to act as one bridge over which workers might move to find appropriate employment "hotspots," Roundtable participants suggested a number of possible actions.

Theme 3: A Need for Aggressive Supporting Activities

REALIZING THAT COLLEGE FLEXIBILITY and responsiveness give it a high potential for effective achievement, many participants suggested that the College could improve its "reach" in its region by taking the following actions:

- Using effective marketing techniques to take the College message before a broader public, to show that it is not a "junior college" but that it has a vital, comprehensive mission;

- Developing an innovative program to assist students in making informed career choices, such as a "Summer Honor Scholarship Program" similar to Lynchburg College's Hopwood Scholarship Program, motivating youngsters for occupational involvement as effectively as motivating them for involvement in the sciences;

- Developing cooperative agreements by which the College and area firms establish a partnership for the development and delivery of specialized training or for the instructional use of specialized equipment;

- Providing an especially sensitive environment at the College for Black and other minority-group students through counseling, developmental studies, and tu-

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toring in a non-threatening, supportive atmosphere and through other means, such as increased support for the Black Student Union, improved awareness of the transportation difficulties of many students, and informed approaches to faculty evaluations that encourage students to evaluate in a forthright but confidential way;

- Improving College recruitment, especially of Black students and faculty members, by developing target groups of students and faculty, by packaging College information and disseminating it to Black leaders and organizations, and by using current Black faculty members and students as role models in recruitment activities;

- Scheduling courses more creatively for local firms and agencies with rotating shifts so as to better extend learning opportunities to workers on those shifts.

Throughout the discussions, participants showed excitement about College potential for providing services but showed realistic sensitivity to ways by which those services might be extended, expanded, or designed anew to meet community needs. They were keenly aware, as executives must be today, of the costs related to provision of services, and they were quick to see the relation between program costs and stable enrollments.

But two special problems caught their attention, as well.

Theme 4: Problems Which Call for Special Commitment

OF COURSE, CURRENT ECONOMIC CONDITIONS and the effects which those conditions can have on College delivery of services were elements of a persistent discussion focus, but, among the many ordinary problems, two stand out and deserve special attention here.

First, State financial support will limit Central Virginia Community College to the provision of service for a given number of students, according to a forecasting/budgeting system now in use. However, as the higher cost of residential colleges and the reduction of financial aid affect educational decisions of college-bound students, many who would otherwise have gone to more expensive institutions will come to the community college.

A real danger is that—because such students are already college-oriented and will tend to enroll in university-

Participants showed excitement about College potential for providing services but showed realistic sensitivity to ways by which those services might be extended, expanded, or designed anew to meet community needs.

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One substantial consequence of community college education is to enable many tax consumers in the Commonwealth to become tax producers through improved earnings.

parallel programs—they may displace enrollment in occupational programs, perhaps leading to the decline and cancellation of many of those programs.

Since one substantial consequence of community college education is to enable many tax consumers in the Commonwealth to become tax producers through improved earnings, *it may ultimately be considerably less expensive for the State to maintain or to improve community college ability than to reduce service for educationally- and economically-deprived citizens.*

The second problem, a corollary problem, was brought forcefully before discussion participants by leaders from the Black community.

If State economies work against strong recruiting efforts among Blacks, against extensive counseling services, against sufficient financial aid, and against the occupational career development of Blacks, Virginia's businesses, governments, industries, and other organizations will find a rapidly-shrinking pool of qualified Black applicants, returning many Blacks who hoped to relieve themselves of disadvantage to the same disadvantageous cycles of employment and education against which many have struggled.

The College has been asked by the Black community, especially, to make special efforts to heighten its sensitivity to those Blacks and to all others who find themselves in a subsistence economy, unable or unmotivated to become producers of tax revenues.

Conclusion: A Plan for Action

IN VIEW OF THE GENUINE, INFORMED SUPPORT expressed by participants in the Executive Roundtable discussions, the College is encouraged to take a number of steps to address many of the suggestions made by those participants:

- CVCC will further develop and implement strategies to keep the message of its mission before a growing public, educating its region as well as educating its students.

- CVCC will undertake an extensive survey of business, industrial, commercial, governmental, and social service interests to determine how those interests may better be served through the College, and it will update its Educational Master Plan to reflect new elements of area interest in, support for, and plans for implementation of a number of new programs and

program modifications suggested by discussion participants and by survey results.

- CVCC will actively pursue cooperative agreements with schools, other colleges, and businesses and other organizations for the use of off-campus classrooms, for extraordinary scheduling, for student-recruitment/faculty-recruitment opportunities, for work/study program arrangements, and for specialized instruction and uses of specialized equipment.

- CVCC will encourage the development of special scholarship funds, through its educational foundation, for the support of qualified, needy students.

- CVCC will explore every avenue to the expansion of data-processing instruction, to the updating of electronics instructional opportunities, and to the development of a family of mid-level, engineering-related programs and courses.

- CVCC will develop and implement a new series of workshops, seminars, and short courses aimed at re-certification, continuing education, self-renewal, and skill-updating needs in the community.

- CVCC will publish a future Executive Roundtable report, setting forth details of the College achievement of those objectives listed above and others which develop in the interim.

In every respect, the College will seek to increase its already-high level of achievement of a democratic ideal which fosters the development and recognition of the worth of every individual.

Finally, for the opportunity to hear forthright discussion by community leaders of the special rewards and high potential evident in the Central Virginia region and to hear positive, eager forecasts of the kind of achievement and leadership which the Central Virginia region can provide for Virginia, the people of Central Virginia Community College are grateful, indeed.

The College will seek to increase its already-high level of achievement of a democratic ideal which fosters the development and recognition of the worth of every individual.

APPENDICES

Appendix 1: Letter of Invitation to Participants

CENTRAL VIRGINIA COMMUNITY COLLEGE

VIRGINIA COMMUNITY COLLEGE SYSTEM

OFFICE OF THE PRESIDENT

August 27, 1981

Mr. K. Dallas Wade
Central Virginia Industries
801 Main Street
Lynchburg, VA 24504

Dear Dallas:

We need your assistance in an important discussion concerning the future of Central Virginia Community College.

A distinguishing feature of a community college such as CVCC is that its programs are specifically aimed at the needs of the community of which it is a part. In order to better understand what those needs may be, the Central Virginia Community College Board is sponsoring a series of Executive Roundtables, each focused on a specific component of the community. These Roundtables will each consist of a small, select group of prominent citizens, such as yourself, meeting with representatives of the CVCC Board and the College administration. The Roundtables will start at midafternoon and will conclude after the dinner meal. In order to facilitate the discussion, advance information and a discussion guide will be sent to each participant prior to the session.

We would like for you to participate in the Roundtable to be held at 3:00 p.m. on Tuesday, September 15, which will be focused on the needs of the manufacturing industry. Please indicate your willingness to attend this Roundtable on the enclosed post card or call Dr. Puyear (239-0321). Your assistance will be sincerely appreciated.

Very truly yours,

Frank Buhler
Chairman
CVCC Board

Donald E. Puyear
President

C4/955209

R.S.V.P.

Enclosure

P.O.BOX 4098/WARDS ROAD/LYNCHBURG, VIRGINIA 24502/Ph.804-239-0321

Appendix 2: Discussion Guide and Program Schedule

CENTRAL VIRGINIA COMMUNITY COLLEGE
EXECUTIVE ROUNDTABLE

DISCUSSION GUIDE
FALL 1981

Instructions. Please review this Discussion Guide prior to attending the CVCC Roundtable session. It would be helpful if you would share this guide with your staff or associates prior to the Roundtable in order to get the benefit of their insights.

1. What significant difference has CVCC made in the Lynchburg area over the past 10 years?

2. Has the College been serving your needs?

   If yes, what has been the quality of our service? How can the service be improved?

   If no, what should the College be doing to better serve the community?

3. As you know, CVCC trains students for transfer to four-year colleges and universities, and for employment opportunities in both its two-year degree programs and one-year certificate programs. In addition we provide community service (non-credit) training and specialized workshops and seminars as the need is established.

   a. Do you know of a need for trained personnel at the Associate Degree or Certificate level in some area not being presently served by the College? If so, please identify this need.

   b. Please indicate any other community needs such as seminars, workshops, community services (non-credit) of which you are aware.

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

EXECUTIVE ROUNDTABLE

October 7, 1981

3:00 - 3:45	Tour of campus	
3:45 - 4:00	Welcome, orientation to the Roundtable procedure	Mr. Frank Buhler
	Review of the previously distributed descriptive materials on the College	Dr. Donald E. Puyear
4:00 - 5:00	First round of discussion	Mr. Buhler
5:00 - 5:15	Break	
5:15 - 6:15	Second round of discussion	Mr. Buhler
6:15 - 6:30	Break	
6:30 - 8:30	Cocktails and dinner	Liberty Room The Lynchburg Hilton

P.O.BOX 4098/WARDS ROAD/LYNCHBURG, VIRGINIA 24502/Ph. 804-239-0321

Appendix 3: List of Participants

Dr. Donna Ashmead, Assistant Director for Professional Services, Lynchburg Training School and Hospital
Ms. Susan Bailey, Manager of Employee Relations, Armstrong Furniture
Mr. C. J. Baroch, General Manager, Nuclear Materials & Manufacturing Division, Babcock & Wilcox Company
Mrs. Cilla Brown, Director, Campbell County Department of Social Services
Mr. Thomas Buckley, Executive Vice President, Greater Lynchburg Merchants Association (Retired)
Mr. Hunsdon Cary, III, Administrator, Westminster-Canterbury
Mr. Clay Chapman, Vice President, Scott Insurance Company
Mr. W. E. Clark, III, Instructor, E. C. Glass High School
Mr. D. K. Cook, Bedford City Manager
Mr. E. Allen Culverhouse, Lynchburg City Manager
Mr. J. R. Davenport, Division Manager, Appalachian Power Company
Mr. J. M. Davidson, Jr., President, Piedmont Label Company, Inc.
Mr. J. P. Eckert, Vice President, Naval Nuclear Fuel Division, Babcock & Wilcox Company
Rev. Phillip Elliott, Administrative Director, Virginia Legal Aid Society
Mr. Calvin Falwell, President, Falwell Well Corporation
Mr. Don Farris, Plant Manager, Klopman Mills Division, Burlington Industries, Inc.
Ms. Yvonne Ferguson, Guidance Counselor, Sandusky Middle School
Mr. Robert L. Gosser, Manager, Employee Relations, Mobile Communications-Business Division, General Electric Company
Mr. W. M. Greenwood, President, Wiley & Wilson, Inc.
Mr. D. E. Guilbert, Vice President & General Manager, Nuclear Power Generation Division, Babcock & Wilcox Company
Mr. Donald J. Johnston, Campbell County administrator
Mr. A. S. Kemper, Executive Vice President, United Virginia Bank
Mr. Cecil C. Knowles, Bedford County Administrator
Mr. Walter S. MacDonald, Vice President & Resident Manager, Virginia Fibre Corporation
Mr. Charles Mangum, President, Lynchburg Chapter, NAACP
Ms. Gladys Martin, Director of Administration, Greater Lynchburg Chamber of Commerce
Mr. Roy C. Mayo, Amherst County Administrator
Mr. Herbert R. Moore, Executive Director, Lynchburg Covenant Fellowship
Rev. Hyrum G. Payne, Member, Campbell County School Board
Miss Jo Penley, Executive Vice President, Virginia National Bank
Mr. Dan Restuccia, Vice President of Manufacturing, Golden West Foods, Inc.
Rev. Haywood Robinson, Jr., Executive Director, Lynchburg Community Action Group
Mr. Glenn Slivinski, Regional Personnel Manager, Nationwide Insurance Company
Mr. L. Garnell Stamps, Executive Committee Chairman, Lynchburg Chapter, NAACP
Mr. C. Warren Stephenson, Plant Manager, Hospital Products Division, Abbott Laboratories

Mr. R. M. Toothman, Business Office Manager, Chesapeake and Potomac Telephone Company
Mr. B. Deane Treat, President, Simplimatic Engineering Company
Mr. K. Dallas Wade, President, Central Virginia Industries
Mr. Tony Ware, Member, Bedford County Board of Supervisors
Mr. T. George Washington, Publisher, Carter Glass Newspapers, Inc.
Mr. Glen Webster, Executive Director, Lynchburg Youth Services, Inc.

Central Virginia Community College Board:
Mr. Clifton L. Barbieri, Vice Chairman, CVCC Board, and Architect, Clark, Nexsen, Owen, Barbieri, & Gibson
Mr. Frank Buhler, Chairman, CVCC Board, and President of Old Dominion Box Company
Mrs. Joyce Coleman, Member, CVCC Board, and Retail Merchant
Mr. Leighton B. Dodd, Member, CVCC Board, and Vice President, United Virginia Bank
Mr. J. B. Drinkard, Jr., Member, CVCC Board, and Certified Public Accountant, Brockman, Drinkard & Pennington
Miss Edna E. Holmes, Member, CVCC Board, and Retired Educator
Mr. W. Henry Walton, Jr., Member, CVCC Board, and Sales Manager and Real Estate Broker, Scott & Bond Realtors

Central Virginia Community College Administration:
Mr. John W. Askew, Information Officer
Dr. L. Thomas Barber, Chairman, Natural & Social Sciences Division
Dr. Robert L. Bashore, Dean of Student Services
Dr. Roger W. Beeker, Chairman, Mathematics & Engineering Technology Division
Mr. Ralph W. Brown, Jr., Director of Research & Data Services
Mr. Peter C. Hamner, Interim Chairman, Humanities Division
Mr. Frank D. Lauderdale, Director of Continuing Education
Dr. Donald E. Puyear, President
Dr. Terry L. Riddle, Chairman, Business Division
Dr. Joseph H. Roberts, Dean of Instruction
Mr. Herbert R. Watson, Coordinator of Affirmative Action

Appendix 4: Supplementary Discussion Materials

September 2, 1981 — Research Office

CVCC - FACT SHEET

1. 41 Different Programs

6 AA & AS Degree - Liberal Arts, Business Administration, Education, Engineering, General Studies, Science

15 AAS Degree (2-year)

Accounting	Electronics	Radiologic Technology
Banking and Finance	Fire Science	Secretarial Science
Commercial Art	Human Services	
Computer Science	Management	
General Engineering	Medical Laboratory	
Civil	Medical Records	
Drafting	Merchandising	
Mechanical	Police Science	

19 Certificate Programs

Agribusiness	Electronics Servicing	Machine Shop
Auto Diagnosis	Fire Fight. & Prevention	Quality Control
Bookkeeping	General Clerical	Respiratory Therapy
Business & Industrial Supv.	Human Services	Teacher Aide
Child Care	Law Enforcement	Transportation
Computer Operator	Legal Assistant	
Electricity	Machine Operations	

1 Diploma - Machine Tool

2.

	FT	PT	Total	Programs
	625	398	1023	17
Fall 1980	1225	2706	3931	38

1968-69 Annual FTES = 391
1980-81 Annual FTES = 2006

3.

	Fall H.C.	Annual FTES
1980-81 Actual	3931	2006
1981-82 Projected	4050	2050
1982-83 Projected	4080	2066
1983-84 Projected	4111	2081

90% on-campus 10% off-campus
70% part-time 30% full-time

Ralph Brown, Jr.
Director of Research and Data Services

MISSION AND PROGRAMS

The general objects of this law are to provide an education adapted to the years, to the capacity, and the condition of every one, and directed to their freedom and happiness.

Thomas Jefferson, *Notes on the State of Virginia*, 1781; 1782.

The Virginia Community College System functions within the total educational community to assure that all individuals in the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.

The Virginia Community College System responds to community needs by providing trained individuals for industry, business, professions, government and other educational institutions.

Principal emphasis is placed on occupational-technical education. Transfer, developmental, continuing education and community service programs are integral parts of the mission and provide vital services. These programs are supported by student development services.

The mission shall be accomplished through a system of comprehensive community colleges located throughout the Commonwealth. Each college serves a designated geographic region which represents the college's campus. The colleges offer programs of instruction, extending not beyond the associate degree level, designed to respond to the needs of the Commonwealth, the needs of the community, and the needs of the persons of the region in which they are located.

VCCS Mission Explication - Goal Setting Task Force
August 4, 1981

VCCS TEN-YEAR MASTER PLAN

DRAFT

PLANNING ASSUMPTIONS

I. General Environment, Coordination, and Governance

1. A concerted and effective effort will be necessary to retain public confidence in higher education.

2. There will be continuing need for the general public, business and industry, and all levels of government to be informed about the financial support requirements and the utilization of resources in higher education.

3. The need for management information will continue to grow.

4. Little change is expected in the tax structure in Virginia throughout the planning period.

5. The proportion of tax revenues going to higher education will remain relatively stable.

6. Competition among state agencies for funds will increase as a result of inflation, past levels of funding, and new programs.

7. Federal government grants for direct support of higher education will decrease.

8. New and existing programs and services will be subject to increasing scrutiny.

9. The implementation of new programs and services may require the diversion of resources from existing programs and services.

10. The management concept for the VCCS, as adopted by the State Board on August 16, 1979, will be refined and implemented fully within the planning period. The concept states: "In order to carry out its staff responsibilities to the State Board, the Virginia Community College System Central Staff shall focus on management review and oversight functions thereby delegating maximum authority to the presidents for the day-to-day management of the individual colleges."

11. The general governance and State level coordination structure will not change significantly during the planning period.

II. Programs, Enrollments, and Support Services

DRAFT

1. As the cost of attending four-year colleges increases, greater proportions of those students attending Virginia higher education institutions will be going to the community colleges.

2. While the colleges will exhibit different enrollment patterns, System enrollments will increase slightly during the planning period.

3. To meet the demands of business, industry, government and the professions, the community colleges will continue to modify, add, or delete the occupational-technical programs being offered.

4. The need for developmental studies programs will continue.

5. There will be an increase in alternative ways to earn academic credit, such as the College Level Examination Program (CLEP) and equated occupational experience.

6. Establishment of licensure and certification requirements by the various professional groups will increase demand for specialized course offerings.

7. There will be an increased use of self-instructional delivery methods.

8. Instructional technology will be utilized as an aid to conventional teaching methods.

9. The demand for instructional use of computers will increase due to an increase in demand for computer trained personnel, increases in demand from other technical and scientific majors that require use of a computer, and increases in demand for general computer literacy.

10. Curricula will be subject to increasing scrutiny in order to reduce duplication, proliferation, and low productivity.

11. The Master Plan for the Virginia Community College System Computing Services will be implemented within the planning period.

12. Community college libraries will continue to be considered regional and community resources.

13. More reliance will be placed on microforms in library holdings and records management.

14. The demand for instruction at locations throughout the colleges' service regions will increase and require more support services to maintain quality.

15. During the planning period, community colleges will strive to make more effective use of community resources.

III. Students and Student Services

1. The composition of the VCCS student body will continue to be diverse.

2. The diverse characteristics of the student body will require a continuing reassessment of student services programs.

3. The need for effective career development programs for students will increase.

4. As a result of increases in tuition and other costs of education, there will be an increase in the demand for financial aid.

IV. Funding, Fiscal Matters, and Facilities

1. There will not be significant real dollar increases in state funding during the planning period.

2. To supplement state support, efforts to secure external funding will increase.

3. Local tax funding will not be a major source of revenue for Virginia's community colleges.

4. Students will bear an increased proportion of the total cost of their education.

5. Limited or no state support will be provided for non-credit activities.

6. State funds for capital construction will be limited.

7. There will be increased use of borrowed or leased facilities to accommodate space needs.

8. Major increases in maintenance and renovation funds will be needed.

9. Major increases in equipment replacement funds will be needed.

10. A larger proportion of college budgets will be consumed by energy and energy-related costs.

11. Special consideration will be given to energy conservation.

V. Faculty, Staff, and Equal Opportunity/Affirmative Action

1. The number of faculty and staff will not increase significantly.

2. There will be an emphasis on increasing faculty productivity.

3. There will be increased need for faculty development and retraining programs.

4. Faculty and staff salaries will increase to the level of average salaries paid nationally.

5. Collective bargaining will not be a factor influencing the terms and conditions of employment for faculty or staff.

6. Increasing federal and state regulations and reporting requirements will create pressure to increase administrative staffing relative to faculty staffing.

7. The VCCS will maintain its commitment to equal opportunity.

8. Programs designed to enhance the experience and educational background of the handicapped, minorities, and women will be continued.

9. The Federal courts will continue to monitor desegregation in the VCCS and the state.

10. Guidelines for the handicapped will require some alteration of physical facilities and scheduling of program offerings and services.

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VCCS MASTER PLAN GOALS

The VCCS Mission statement is implemented by the System's Educational Program and Operational Goals.

Educational Program Goals

The Virginia Community College System shall provide financially accessible, high quality, comprehensive educational programs and services. The purpose of these programs and services is to support the economic development of the Commonwealth and to meet the educational needs of citizens of all ages.

The Educational Program Goals of the VCCS are:

1. To offer Associate in Applied Science Degree Programs to prepare individuals for careers as technical and paraprofessional workers.

2. To offer Associate in Arts and Associate in Science Degree programs to prepare individuals for transfer, as upper-division students, to baccalaureate degree programs in four-year colleges.

3. To offer Diploma and Certificate Programs to prepare individuals for careers as technicians, skilled and semi-skilled workers.

4. To offer Developmental Programs to prepare individuals for other instruction programs.

5. To offer Student Development Services which through counseling and guidance, shall assist individuals with decisions regarding occupational, educational and personal goals.

6. To offer Industrial Training Programs where specific employment opportunities are available in new or expanding businesses, industries, and professions. Such programs shall be operated in cooperation with the individual community colleges.

7. To offer Continuing Education Programs to provide educational opportunities for individuals who wish to continue and expand their learning experiences. Such programs may include credit and non-credit courses, seminars and workshops.

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8. To offer Community Services to provide cultural and educational opportunities which are in addition to other programs of the college.

Operational Goals

Operational Goals provide direction to the VCCS as it manages its resources to implement effectively and efficiently the Education Program Goals. The State Board for Community Colleges is the governing board for the Virginia Community College System. College Boards, are advisory to the State Board and have that authority and those responsibilities as delegated to them by the State Board.

The State Board has adopted the following statement of management philosophy: "In order to carry out its staff responsibilities to the State Board, the Virginia Community College System Central Staff shall focus on management review and oversight functions thereby delegating maximum authority to the presidents for the day-to-day management of the individual colleges."

The Operational Goals of the VCCS are:

1. To maintain an effective organizational and governance structure which supports the educational programs of the VCCS and which is consistent with the management concept adopted by the State Board for Community Colleges.

2. To maintain effective communications with the public in general, community leaders and organizations, advisory committees, businesses and industries, the General Assembly, the State Council of Higher Education for Virginia, other State agencies, and other educational institutions.

3. To foster an environment in which the colleges can attract, maintain, develop and effectively utilize competent faculty and staff.

4. To provide physical facilities and equipment to support adequately the mission of the VCCS.

5. To implement a systemwide process, which includes both qualitative and quantitative measures, for the systematic evaluation of instructional programs and student development services.

6. To develop and maintain an appropriate distribution of local, regional and statewide programs and services.

7. To enhance the maintenance of a coordinated system of education in Virginia.

8. To obtain and maintain an adequate level of financial resources and to be accountable for their equitable distribution and for their effective utilization.

9. To maintain comprehensive systemwide and institutional planning, research, and evaluation capability.

10. To provide equal employment opportunity and equal educational opportunities to all.

Appendix 5: List of Significant CVCC Documents

The following documents were provided for each Executive Roundtable participant:

1. CVCC Annual Report, 1980-1981
2. CVCC 1981-82 Catalog and Student Handbook
3. CVCC 1980-1988 Educational Master Plan
4. CVCC 1980 Former Students Survey
5. Survey among CVCC's 1979-1980 Graduates

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